

public address

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By means of introduction

Something New On Campus

In a poll taken in the Union Cafeteria on Tuesday, February 22, the following comments were made on the Students' Council:

"It is a cliquish organization and not really democratic minded."

"It does affect me very much. It's a far away little body that you hear about occasionally but never does anything."

"Student committees? Oh yea! External affairs and that sort of thing. I don't know what they do."

"I don't know what's going on up there."

"There's a dichotomy between Students' Council and the student body and consequently there is a conflict between them. Their only actions are those based on an emotional ground such as UGEQ."

The department whose aims are to bring the Students' Council back to campus has been founded!

It is the belief of the SC that the main reason for these opinions of Council, is that the campus does not know enough about the Council, how it works, what it does, and where its ideas come from. The Students' Council is, in a sense, the governing body for a very great and important part of your life. Their decisions affect you. So it is very much in your interest to know as much as possible about your Students' Council and its committees.

This is why this publication was founded. It is one vocal arm of the Information and Public Relations Bureau of the Students' Society, a bureau founded to keep the campus, the city, etc., informed of the activities of the Students' Council and its committees, and to rectify the misconceptions about the McGill Students' Society so widespread on our own campus, in our

city and among other universities in Canada and the US.

With the approval of the SC, the Info. and P.R. Bureau, comprised of all students interested enough to work on it, has set out to inform everyone of what the Students' Council really is and what its committees are doing. In our newsletter which we hope to publish bi-weekly, we shall print articles written by the chairmen of various Students' Society committees, reports of Students' Council decisions and what's behind them, and other information designed to keep you in touch with the Council, in the belief that if the campus knows what's going on, the campus can do something about it.

LEON GOLD, Director

MARTIN GERSON, Associate Director

Note Bene

On Monday, February 28, 1966, a special issue of Public Address will introduce the candidates for executive positions and contain their platforms. This issue will be a service of the Information and Public Relations Bureau.

Pre-University Affairs

It is obvious to all of us that the proportion of students continuing their education beyond high school in the form of university education is too small if Canada is to compete with the other countries of the world on both an economic and social basis.

A report submitted to the National Conference of Canadian Universities and Colleges stated that in Ontario, four out of every five students with the intelligence necessary to succeed in post-secondary education never complete their secondary phase education.

Not as obvious to all of us is the predicament of a student upon entrance to a university. The education committee of the Students' Society of McGill University, as a result of its 1963 survey of first and second year students said that, "Too often the high school student does not know what is entailed in the study of a specific course or in designated faculties. In particular we find a lack of knowledge of what a university is or is supposed to be.

Two programmes are in existence at McGill to combat this situation. The high school visiting programme sends out speakers to various high schools to meet the students and answer some of their questions; and the McGill Scene, a monthly publication is distributed to 14,000 Quebec high school students.

These programmes were instituted with the following aims:

1) To stress the practical and intrinsic advantages of studies after high school in the form of a university education or technical training.

2) To stress the possibility of financial aid to students who had discounted a university education because of a lack of funds.

3) To describe the academic breakdown of a university;

what the different faculties are, and the kind of studies they involve.

4) To describe the university from the social and extra-curricular point of view; what the university means to the individual as well as the work involved.

5) To explain how university life differs from high school.

There is a third programme carried out by the Pre-University Affairs Committee. Each week 100 McGill students volunteer one hour of their time to tutor high school students who are potential high school dropouts, and whose parents are unable to afford professional help.

Not only do we attempt to raise the students' marks, but also to motivate the student to study. Many of these students have a defeatist attitude towards edu-

cation. They have done poorly in school and lack confidence in their academic ability. Through contact with McGill tutors it is possible to instill drive in the student and give him a higher appreciation of the value of education. It is our hope that these students will continue their high school education and possibly go on to university.

These tutors should be congratulated for their services to the community and the honour they bring to McGill. Their contribution means the difference between a student dropping out of school and becoming a burden to himself and to society and finishing high school to further his studies.

IAN LIGHTSTONE,

*Chairman, Pre-University
Affairs Committee*

Library For Student Publications

The Library for Student Publications is one of the Internal Affairs research committees to further service to the McGill student.

This committee has been extremely busy drawing up plans for a Library for student publications. Members of the Executive Planning Committee are Margaret Dugan, Wanda Gzowski, Sue MacPhail, Barry Nester, and Louise Pomeroy.

The aim of the Library Committee is to gather and centralize all material of interest to any students, presidents of clubs and societies, and student research chairmen. The records of the Student's Society since 1908 and books and pamphlets of McGill clubs, societies, and student committees will be placed in this library. Originally the Library planned to house

the entire archives of the Students' Society. This was found to be unfeasible for special cases would be needed to preserve these records and newspapers to keep them from deteriorating.

The Library hopes to obtain reading matter dealing with student affairs and education, newspapers from other campuses, Soviet and West European student publications, and periodicals of interest such as *The Financial Post*, *Harvard Business Review*, *The Realist*, *The Reporter*, and *The Christian Science Monitor*. It is hoped that the library will make available hard to get publications

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Brief on Senate urges student representation

Should students play a role in university government? Do they possess the intelligence, the time, and the interest to make their views known when academic policy is being made?

The University Senate apparently thinks so. Early in January the Students' Society was offered representation on the University Scholarships Committee, University Library Committee, Student Aid Appeals Committee, University Placement Service, Committee on Student Health, and the Committee on Sessional Dates. One representative is invited to sit on each of the committees, which vary in size from 9 to 22 members.

This offer was accepted in principle by the Students' Council on February 16 as recommended by the Report on the Administrative Structure of McGill University prepared by members of the University Affairs Committee. The committee was chaired by David Ticoll and its members were Ronald Burnett, Morton Lober, Frank Schwartz, and Mark Wilson.

The report contains an analysis of the administrative structure of the University and a series of recommendations concerned with student representation in the various organs of government of the University.

According to the report, an idea must progress from Department to Faculty to Senate and Principal to Board of Governors before it is adopted. The latter body acts more or less as a rubber stamp; no major request has been refused the senate by the Board of Governors since Dr. Robertson became principal, according to the committee.

At each level of deliberation an idea is studied by a committee. The Students' Society has been offered representation in committees of Senate, which play a crucial role in the university government, indicates the report.

The report argues that students have a legitimate role to play in the University government, since both students and faculty "are vitally involved in both the 'culture-transmitting' and the 'culture-modifying' functions" of the University. It asserts that students can provide positive contributions because of their unique perspective of the problems of the University.

The report recommends that the Students' Society accept the Senate's offer in anticipation of increased representation in the future. However, it cautions that students may find themselves so outnumbered in these committees that the type of representation will need modification. It is recommended that the Students' Society seek direct representation on the Senate, but not go out of its way to gain representation on the Board of Governors.

It is envisaged that the Students' Society will establish an office of University Relations to coordinate the activities of student representatives and develop a training and recruitment program for new representatives. This program will be set up in the summer and go into full operation in the fall.

National Affairs Committee

Chairman: Peter Svatek

This committee has been set up to deal with inter-university relations within Canada. A member of the committee, Robert DeJean, is in charge of the CUS Files which are open to all those interested.

This year the committee has taken on a new dimension as it has dealt with the relations between McGill and the French speaking universities within the Province of Quebec.

The first project which the National Affairs Committee undertook was a thorough study as to the history and nature of such organisations as TEQ, FAGEC, l'AG-EUM, l'AGEL, CSN, FTQ, Protestant School Board, Catholic School Board, the Parent Report, etc. (It was thought that McGill would in the future be in daily contact with these organisations). The main purpose of this report was to clarify in the minds of everyone the laziness which surrounds them. Unfortunately the work was interrupted by the first UGEQ referendum and has been hanging since. However rough drafts of reports on some of these organisations can be found in Room 411 of the Union.

In the midst of the confusion following the first referendum as to what were the real issues, the Committee felt that it could, as a non-committed body, help present the issues to the campus in an objective light. Thus, it undertook the ambitious project of publishing a book divided mainly into four parts:

- a) The role of the student in society
- b) The role of the student union in society
- c) The New Quebec Society
- d) The Role of McGill in UGEQ*

Before appearing in book form, each section was to be published

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University Affairs

Bursaries Committee

The free education battle is coming to a head. The pressure on the government in the last few years in the form of briefs, reports of committee on accessibility, and student declarations, have forced the government to make a decision as to when free education will be instituted.

It should be emphasised that free education is a forthcoming platform of the government, as can be emphasised by their statements, platforms, etc. The problem is when? and how?

A forward step towards free education is the improvement of the student aid service. The government is now considering a generalised loan scheme in which the student will have to accept a loan before receiving a bursary. As a result of the pressure against this policy the government postponed announcement of it in the Throne Speech and is now considering alternatives.

U.G.E.Q., in the meantime, has established the Free Education Operations committee to set the guide lines for their drive for free education. L'AGEUM (U. de M.), in a study session last week attended by two hundred students, established an arbitrary committee to deal with free education, and affirmed its belief that free education should become a priority of the state. The V.P. of L'AGEUM has announced that if free education is not instituted by next fall, the students will strike.

This weekend (February 25-26), Comcor of UGEQ will hold a meeting in Quebec. The official reaction of the Quebec student movement to the proposed government legislation will be decided then. However all the members of UGEQ have indicated that they are opposed to it.

Education today is accepted by the government as being vitally important for social and economical progress. The question still remains to decide how much of our financial

and administrative resources can be allocated to this field. Other provinces whose progress in primary and secondary education is more advanced find themselves better able to institute free education at a university level.

In Quebec, because our development in the field of secondary education and technical training is stunted, relatively speaking, some observers claim the institution of free education at university level at this time will be impossible.

Other experts state that if the rest of North America is going to institute such progressive steps as free education at a university level and find such steps economically and socially valuable, Quebec will have to follow suit. Quebec, they say, cannot afford to fall behind in such an important area as student accessibility.

Non-credit courses

Because of the desire to improve the teaching methods at McGill, three non credit courses were designed to evaluate variables of education. A two seminar course was conducted in Boolean Algebra by a group of students using a method similar to programmed teaching. Seminars on communications were given by Professor Malloch in which the works of McLuhan and Carpenter were discussed. This course was given because it was felt that there was a gap in the McGill curriculum. These seminars are serving as guides to courses to be given this summer.

The University Affairs Committee is an experimenting group; a forum for the ground of theories; a centre for the media of communicating information; to create a university environment of thought and encourages the

The programmes the University undertakes are particularly relevant which lies at the basis of the institution. We believe that education is a process. As such, we contend that a university should be democratic. Our concern has been with the extent to which the university has both the educational system and the process at McGill.

If the university is a community, students should share with professors. It is directly relevant to that community of McGill University on free education admission, the determination of

We decided to evaluate the alternative to the lecture seminar courses and the Program in Science. It is a very valuable information for the students so will the material in the program. But information has it that the University Committee is not alone in its study. It is times stimulated by the Educational Council have experimented themselves with courses.

What is wrong is not that the community realizes the pressing need and almost everyone does. The first evil is in spite of what you may think. The worst evils are evils of confusion, of brilliant young teachers who are explorers who lose sleep over something that is a slow burn — they just have to wait other enough. Often they are aware of other's existence. How widely is the Senate Education Procedure? It is sporadic efforts of innovation in the students, who can be the cause of change of all. The student body committee was constituted so that it would be a petus for change, to try to achieve what may exist and to discern the

The second evil of conclusion is due to widespread, often unthinking over given innovations. UAC's role is to provide a well-organized voice for the students in short, to provide the feedback to date.

Affairs Committee

Committee is both a study and a forum to air ideas and a proving ground for creative thought and a source of information: and its aims — to provide an environment that stimulates creative pursuit of truth.

University Affairs Committee has been relevant to the new philosophy of the active student movement. It is a total learning experience. Truly creative education must be this year, therefore, have such democracy is operative in the process and the decision-making process.

community of scholars, then students and professors in determining policy. community, such as the position of education, the standards of curriculum, etc.

the seminar method as an alternative system. The three non-credit courses of the Student Government will support this study. Needless to say, seminars on communication. the University Affairs Committee. Certain professors, some of the Educational Procedures Committee, are very often improving their

at nobody in the McGill community need for change — in fact, the worst evil is lack of communication. as read in the **Daily**, McGill's position, not of conspiracy. Brilliant people are experimenting, administrative problems, students doing haven't been talking to each other. aren't really aware of each other. y known among students is the Educational Procedures Committee? Often, the students have met greatest inertia. the most conservative and fearful. Independent University Affairs Committee. Students could give strong impetus. added thrust to what tentative changes need for new ones.

sion at McGill is the impasse. Underinformed, disagreement. role should be to give students. in evaluation of new ideas; back so ridiculously lacking

Course Evaluation

A course critique handbook will appear in bookstores and on the campus next August. The handbook will contain not only a commentary on each course surveyed, but also individual articles relating to student opinion on the honours curriculum at McGill, the lecture system in general, and the pros and cons of final exams.

102 courses surveyed... 4,000 students or 70% of those enrolled in these courses completed the questionnaires... results of this survey are of greater validity than those of surveys conducted on other campuses where the total sample rarely consists of more than 25% of the students involved... computer centre will be working overtime in the next few weeks tabulating the questionnaire answers from 12,000 IBM cards... while a sample of comments from the completed questionnaires must be edited into an intelligent critique for each course... course survey committee still needs volunteers to help analyse the statistics... results to be

withheld from individual professors until after exams... meanwhile, an interim report will be published this term giving a superficial analysis of the more obvious trends of student opinion apparent in the survey results...

Plans are going ahead for an extension of the course survey into first and second years next year and an improvement of the questionnaire... It will be worth surveying compulsory courses only so long as the faculty implements some of the recommendations drawn from the results of this year's survey... Course Committee wishes to thank the faculty for their cooperation.

Educational Procedures

What is good teaching? What is good learning? How can you evaluate a teaching technique or a learning capacity? And, what do you mean by a scholar community?

This article is not an answer to the above questions so frequently directed at members of the University Affairs Committee by the faculty. The Educational Procedures Committee is a group of students engaged in some positive thinking about educational affairs. At present we are conscientiously studying all available reading matter on teaching techniques. We are trying to learn about such diverse subjects as psychotherapy, student-centred teaching (the personal, concerned teaching approach) and the "teaching machine" of B.F. Skinner (learning with the aid of mechanical apparatus such as tapes, magnetized question-answer books, etc.). We do not aspire to anything more than learning, and we hope the faculty will care to learn with us.

As intelligent students, we are taking a non-partisan approach to such a study. We are not condemning the lecture system or praising the seminar system. We are not establishing the dynamic — an adjective that has little appeal to faculty members — speaker as the model for all lecturers. Our concern now is merely to become acquainted with the multifarious educational procedures. Personal interviews at Yale University have explored the origins and successes of their intensive and personalized education system. Correspondence with academic institutions such as Antioch College has helped us to understand their successful system whereby students gain practical knowledge

(Cont'd. page six)

International Affairs Committee

The activity of the International Affairs Committee is based on the assumptions that international events affect all of us in the present-day world, that the major concerns of other societies and nations are therefore our concerns as well, and that students hence are obligated to learn about international affairs and to act on their knowledge.

The questions of How to learn? and How to act? are explored in the various study groups and organizations in the International Affairs Committee. These groups include: SUNAC, the McGill chapter of the Stu-

dent United Nations Association of Canada, which, among other activities, recently held the widely-publicized and well-attended Close-Up UN Seminar. WUS, the World University Service, gives scholarships and other

aid to students overseas, sponsors Treasure Van, and is sending a McGill delegate to its Conference in Turkey this summer. CUSO, the Canadian University Service Overseas, is the well-known Canadian Peace Corps-type program which sends volunteers to work in developing countries. The Latin America Study Group has organized discussions, speakers, and film showings, as has the South Africa Committee, which is now organizing a Teach-In on South Africa featuring Miriam Makeba, to be held soon at McGill.

There is much further work to be done. Study groups on Southeast Asia and on the Middle East are being formed, and we are trying to obtain a speaker on the Rhodesian crisis. This spring, a McGill delegate will be chosen to attend the Fourth Seminar on International Student Affairs, to be held in Manitoba in May. If you are interested in any of these activities or would like more information, visit the External Affairs offices in room 411 of the Union, or call Bill Tiffany at 845-9802.

Libraries...

(Continued from page 2)

and newspapers that cannot be obtained locally.

The present plan is to temporarily house the library in the Students' Council lounge adjoining the board room. The Committee, however, is still looking for a permanent room that it can use without any interference. In the future it is hoped that the Student Library might be given space in the new MacLennan Library.

Help will have to be obtained from the Library School in cataloging the books. The Dewey Decimal System will be used instead of the Cutter System presently used in libraries such as Redpath.

A Librarian as well as student aids will be on duty to help students. A plan for paying student library aides is being looked into.

The Library already has metal bookshelves and filing cabinets but will need more bookshelves and cabinets in the future. A card catalogue, desk, typewriter and material for the librarian will have to be ordered.

The main problems confronting the Library Committee are lack of finances and lack of a private room for the library. Long range plans for securing more reading matter include a special program for donating books in honour of graduating classes. It is believed that the McGill Library for Student Publications is the first of its kind to be planned on a large scale. Operation of the library will probably start next September.

Educational...

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through vocational training in their course of study.

Plans are being formulated for a conference on teaching affairs to be held in the fall of '66. We hope it will attract, as lecturers, the leading educationalists of Canada and the US and, as co-workers, the faculty and students. The products of this conference will not be any premature conclusions; on the contrary, we hope that the conference will institute a series of seminars whereby students and faculty will work together to investigate teaching methods and the possibilities of improving our present system.

CIVIL RIGHTS

Anyone interested in working for the civil rights movement this summer, all expenses paid by the Students' Council, is invited to contact Mike Balla at 631-5129. Applicants must present a report in the fall, and play an active role in McGill Friends of SNCC next year.

**REMEMBER
VOTE
MARCH 2**

National Affairs...

(Continued from page 3)

on campus as separate briefs. To obtain the information for this report we interviewed student leaders, newspapers, publications, government officials, trade union and radio and T.V. personnel in Ontario and Quebec during the Christmas holidays. We now have the bulk of the material, however it remains to be compiled.

Lately the national Affairs Committee has been toying with the idea of preparing a report on the history and nature of syndicalism.

Social Development Committee

During the past year the Social Development Committee has been dealing with all student social work and social action on campus. The committee keeps files on such organizations as Students for a more Democratic Society, the Kingston Community Project, SUPA, Frontier College, Company of Young Canadians, and Travailleurs Etudiants de Québec.

This year the committee has been working on four main projects:

- 1) Travailleurs Etudiants de Québec
- 2) The Mental Health Program
- 3) Community Development Project
- 4) Frontier College Recruiting

Travailleurs Etudiants de Québec

This organization consists of representatives from all the universities and classical colleges in Quebec. The most active groups within TEQ have been students from the University of Montreal, McGill, and Laval. Last summer the provincial government sponsored a project by the University of Montreal which sent 48 students throughout the province working on various social action projects such as union education and organization, adult education, legal aid, and courses in family planning.

In the fall the project was expanded to include all the other universities in Quebec. The government said that a budget of about 300,000 dollars was to be granted and 300 students were to participate. Recently this was cut down to include only from 60 to 80 students.

McGill has members on all the major committees of TEQ and has taken an active part in all its major decisions. At present new members are required who must be bilingual and have an active interest in French-Canadian affairs. About 80 applications for jobs as travailleurs for this summer were submitted by McGill students. Of these, about 10 have passed the preliminary acceptance.

The Mental Health Program

The mental health program at McGill has proven to be highly successful both for the student volunteers and the hospitals involved. At the beginning of the year about 160 students went through an extensive orientation program and then paid regular visits to mental patients in various hospi-

tals around Montreal. These visits have a very useful therapeutic affect and are being encouraged by doctors more and more throughout the world.

The chairman of this program this year is Linda Perley.

Community Development Project

During the past year a group of committee members planned a broader horizons project which will be started next fall. Similar projects have proved to very difficult in many cases and a lot of time and effort was used in investigating similar projects.

Frontier College Recruiting

Last year McGill was represented by only one student and this year considerable help was provided through publicity and advice in interviewing applicants.

Frontier College is an organization which sends students to Canada's frontier areas to establish adult education programs. During the day the students work as manual labourers and earn labourers' pay. In the evening they hold their education programmes.

BERT KIDD, Chairman
Social Development
Committee

SUNAC

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PUBLICITY COMMITTEE

The effectiveness of this committee, under the chairmanship of Suzanne Langlois, is clearly represented in the success of the programmes with which it was concerned.

Through the use of folders, press releases, newspapers, radio and TV stations, letters of invita-

tion, and posters, the public was made aware of the work of McGill SUNAC. The campaign conducted in relation to the "Close-Up UN" programme is especially commendable and if this year's work is any indication of the years to come, there need be no worry about "spreading the word" on activities sponsored by McGill SUNAC.

Chairman
Ed FIGLARZ.

Note Bene

On Monday, February 28, 1966, a special issue of Public Address will introduce the candidates for executive positions and contain their platforms. This issue will be a service of the Information and Public Relations Bureau.

SUNAC

McGill SUNAC (Student United Nations Association in Canada) was born this year in order to bring the problems of the UN closer to the student body at McGill and to stimulate interest in international events from the point of view of the UN. The committee was set up under the International Affairs section of the External Affairs Department of the Student Society, and thus is responsible, through the External Affairs Vice-President, to the student body. In this first year, we initiated a number of projects, and the following is a brief outline of these taken from reports submitted by the project chairmen.

UN ORIENTATION PROGRAMME — "CLOSE-UP U.N."

The UN Orientation Programme presented two major ideas: primarily it provided a useful opportunity for student action by preparing an informed citizenry, and at the same time it created interest in current affairs.

A 15-man committee under the chairmanship of Beatrix Wanke, having laid the foundation for what is hoped will become an annual activity, scheduled the project from the 20th to the 28th of January, 1966. The essential framework was the presentation of a speaker, followed by discussions. Included were such topics as: "The Function of the UN in the Modern Political Scene," "Preventive Diplomacy," "World Health and Cultural Barriers," and "The Role of the UN in Domestic Affairs."

The programme was a prerequisite for McGill delegates to the UMUN, preparing knowledgeable representatives and bringing the UMUN to the attention of many students.

Co-operating with McGill SUNAC in this endeavour were the Pre-Med Society, the Film Society, and the Debating Union. Thanks to everyone's help, the programme, the first of its type at McGill, can only be regarded as a resounding success.

RESEARCH COMMITTEE

This committee of McGill SUNAC worked on two projects this year: one was the Student Attitude Survey on the UN conducted among the students on campus, the results of which were published in the *McGill Daily*; the other is a research article designed primarily to provide students with useful information and to raise such controversial issues as will keep up active interest in the UN and world affairs.

The subject of this article is the voting system of the UN and the practicality of this system in re-

gard to the decisions of the UN Security Council made in the last 20 years. Since the work includes the detailed study of various typical case histories, we have received the support and help of students specializing in law, political science, economics, sociology, and other related fields. It is hoped, eventually, to include this study together with other research articles under a more general title in a discussion of the structural organization of the United Nations as a realistic reflection of power in the world today.

PUBLICATIONS COMMITTEE

McGill SUNAC's Publications Committee, under the chairmanship of John Hamilton, is currently compiling information on group activity related to the UN with a view towards publishing a handbook on the reasons and methods of planning UN activities. This book will be made available to universities, high-schools, public organizations, and other interested agencies by the first of September, 1966.

The collection of pertinent information from many organizations has been going on during the academic year, and the final compilation, editing, and publishing will take place during the summer months.

The project was started after a genuine need for such a handbook, especially on the university level, became apparent. We feel that the book will prove to be an informative and useful guide to any group that wishes to produce a practical programme of UN activities.

The public relations benefits derived from widespread distribution should add to the high reputation of McGill itself and shall bring McGill SUNAC into a respected position among international organizations.

ISAMA

At the request of the ISA of McGill, a directory of all the international and foreign student associations in the Montreal area was compiled by the McGill SUNAC Committee. Under the title of "International Students Associations in the Montreal Area", his directory now provides easy reference for many organizations concerned with international co-operation.

FILM DISTRIBUTION SERVICE

McGill SUNAC has become a Distribution Centre for UN films, both on and off the campus. For example, we were particularly fortunate in obtaining the film "The Hat" from the World Federalists of Canada, and besides showing it at McGill, we made arrangements for the film to be shown by a large number of organizations and at various student functions.

VISITING PROGRAMME

A group of speakers who visit many high-schools and youth groups has been organized by McGill SUNAC. These speakers speak on and discuss the many aspects of the UN with interested bodies, and we hope to expand this programme in the near future to reach as many organizations as possible.

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public address

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